

SSCI 579
Geospatial Intelligence Tradecraft

Syllabus

Units: 4

Term Day Time: Spring 2023, Tu and Th 3:00-4:50pm PT

Location: AHF 145A and DEN@Dornsife

Instructor: Diana Ter-Ghazaryan, PhD, GISP

Office: AHF B55K

Regular Office Hours: Tue 11am-1pm PT

Also available most days and times by appointment via email.

Contact Info: terghaza@usc.edu, 213-821-1190
see contact page on D2L

Library Help: Andy Rutkowski

Office: LIPA B40-A

Office Hours: Thu 10am - 12 pm or by appointment

Contact Info: arutkows@usc.edu

IT Help: Myron Medalla

Office: AHF B56B

Office Hours: By appointment via email

Contact Info: spatial_support@usc.edu, 213-821-4415

Course Scope and Purpose

This course is a required capstone for the Graduate Certificate in Geospatial Intelligence and provides students with the requisite knowledge and practical skills to inform effective decision-making in a variety of human security settings. Threats to human security come in many forms, including military operations, terrorist attacks, genocide, political violence, natural disasters, humanitarian crises, environmental risks, public health issues, and food/resource accessibility challenges. This class leverages a variety of geospatial technologies with intelligence tradecraft to develop intelligence products that support national security, disaster response, and humanitarian relief efforts. The geospatial intelligence approach is often referred to as tasking, collection, processing, exploitation, and dissemination (TCPED), and the results are used to inform and support more effective decision-making.

This is not only a required capstone course for the Geospatial Intelligence Graduate Certificate program, but it is also a required course in the M.S. in Human Security and Geospatial Intelligence (HSGI) Program. By authorization ONLY, it may serve as an elective for the M.S. in Geographic Information Science and Technology (GIST) Program, the GIST Graduate Certificate Program, and Geospatial Leadership Graduate Certificate programs.

This is a graduate level course, so you should expect this class to be both academically robust and intellectually challenging. As graduate students you are expected to engage with the information you are learning and to explore the heady cauldron of ideas, opinion, and analysis that describe our collective effort to thoroughly interrogate the subject at hand. Learning arises from active engagement with the knowledge found in our reading materials and with one another. As in any graduate-level class, the instructor's role is that of a guide who keeps you on this path of discovery, and you will find that you will learn much from your fellow classmates. The challenge for us is to replicate such an academic experience within the milieu of "online learning."

All course materials will be organized through D2L. The main theoretical concepts will be provided through course notes and assigned readings. Hands-on practical exercises will use various software products accessible over the Internet. Assignments will give students an opportunity to internalize and apply the concepts and theory learned from readings. Some assignments require student interaction, all will benefit from it.

Learning Outcomes

When you have completed this course, you will be able to:

- Describe the core geospatial intelligence needs related to surveillance, targeting, and navigation.
- Design and implement strategies for capturing or sourcing geospatial data and any accompanying metadata.

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- Critically evaluate the potential impacts of data quality on spatial analysis and decision-making.
- Master the theory and protocols involved in interpreting radar, infrared, and multispectral imagery, and full motion video as well as legacy maps, digital geospatial datasets, and relatively new data sources (i.e. geo-sensor systems, social media feeds).
- Apply critical thinking, collaboration, and communication skills via course exercises and the final course project.
- Prepare and present intelligence reports tailored to a variety of the human security applications.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Prerequisite(s): SSCI 581 or permission of the instructor

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: SSCI 581: Concepts for Spatial Thinking

Class Conduct

Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours).

COVID-19 policy -- Students are expected to comply with all aspects of USC's COVID-19 policy including, but not limited to, vaccination, indoor mask mandate, and daily TrojanCheck. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. Students are recommended to keep safe physical distancing, whenever possible, to prevent any possible transmission. Please contact your instructor if you have any safety concerns.

Diversity and Inclusion – It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource,

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strength and benefit. It is my intent to present materials and activities that are respectful to everyone, and you are also expected to respect others regardless of their race, ethnicity, gender identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

Technological and Communication Requirements

ArcGIS is provided online via the GIST Server; hence, you do not need to install it on your own computer. Instead, every student must have the following technology requirements:

- A computer with a fast Internet connection.
- A functional webcam and a microphone for use whenever a presentation or meeting is scheduled.
- An up-to-date web browser to access the Server

If a student does not have access to any of these, please speak with the instructor at the start of the semester. Also, see the USC ITS Student Toolkit here:

<https://keepteaching.usc.edu/students/student-toolkit/>

Desire2Learn (D2L) – This course will utilize the Desire2Learn (D2L) learning management system which allows students to access course content, upload assignments, participate in discussion forms, among other learning experiences. The D2L platform provides flexibility in the learning experience where students can participate in the course residentially or remotely, synchronously (meeting together at the same time) or asynchronously (accessing videos and course content outside of class).

SSI Server and Tech Support – This course utilizes the SSI Server which is a virtual desktop giving access to many different professional software. If you are unable to connect to the server or experience any type of technical issues, send an email using your USC account to SSI Tech Support at spatial_support@usc.edu, making sure to copy (cc) me on the email.

Communications – All assignments given and all materials to be handed in will be submitted via D2L. The instructor will also create and monitor discussion forums through which students can discuss issues and assignments as needed. Students should read all email sent from D2L or from course instructor(s) as soon as possible. Also, students who do not regularly use their USC email accounts should double-check to be sure that mail sent from both the D2L accounts and the instructor's account (noted above) to your USC account is forwarded to an address used regularly and does not go into junk mail. The instructor will endeavor to respond to all email within 24 hours of receipt, aiming for no more than 72 hours delay. In the rare case that an instructor is off-line for an extended period of time, an announcement will be posted to the class D2L site. Due to the synchronous and asynchronous nature of this course, it is each student's responsibility to stay informed and connected with others in our

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course. In addition to email, students are expected to login to D2L regularly to check for announcements.

Discussion forums – On the D2L site, I will post a series of discussion threads relevant to various sections of the course. Discussions provide a key means for student-to-student discussion and collaboration that can replicate the face-to-face contact you may have experienced in traditional classrooms. Here students can provide support to each other while working on your assignments, sharing hints and helpful tips, as you would in a classroom laboratory. Please post your questions about assignments there, as you would ask them publicly in the classroom. I monitor the discussion threads and offer comments when necessary, but more importantly, consider the discussion board a key way to connect with your classmates and share your discoveries.

Required Readings and Supplementary Materials

Textbooks—There are five required texts for this course. Some are available online and some are available from the USC Bookstore or online outlets such as Amazon. We encourage you to acquire or purchase these books quickly since you will need these materials from the opening day of class.

- Heuer, R.J. 1999. *Psychology of Intelligence Analysis*. Washington, DC: Center for the Study of Intelligence. (available at <https://apps.dtic.mil/sti/citations/ADA500078>, also in available as PDF on the course website).
- Lowenthal, M.M. 2017. *Intelligence: From Secrets to Policy* (7th Edition). Washington, DC: CQ Press.
- NGA (National Geospatial-Intelligence Agency, Office of Geospatial-Intelligence Management). 2018. National System for Geospatial Intelligence: Geospatial Intelligence (GEOINT) Basic Doctrine. NGA Publication No. 1-0. Washington, DC: National Geospatial-Intelligence Agency Publication. (available at <https://www.nga.mil/ProductsServices/Pages/GEOINT-Basic-Doctrine-Publication.aspx>).
- NRC (National Research Council). 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*. Washington, DC: National Academies Press.
- Tuathail, G.O., Dalby, S., and Routledge, P. 2003. *The Geopolitics Reader* (2nd Edition). London: Routledge. (available via https://www.researchgate.net/publication/249470493_The_Geopolitics_Reader_2nd_edition).

These texts will be supplemented with Course Notes and a mixture of readings from academic journals, professional reports, and authoritative websites.

Readings—The following book chapters and journal articles are example readings that will be posted to D2L:

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- Corson, M.W. and Palka, E.J. 2004. "Geotechnology, the US military, and war." In Bruun, S.D., Cutter, S.L., and Harrington, J.W. (eds.) *Geography and Technology*. Dordrecht, The Netherlands: Kluwer. pp 401-427.
- Croitoru, A., Crooks, A., Radzikowski, J., and Stefanidis, A. 2013. "GeoSocial Gauge: A system prototype for knowledge discovery from social media." *International Journal of Geographical Information Science* 27: 2483-2508.
- Crooks, A., Croitoru, A., Stefanidis, A., and Radzikowski, J. 2013. #Earthquake: Twitter as a Distributed Sensor System, *Transactions in GIS*, 17(1): 124-147.
- Klein, G., Moon, B., and Hoffman, R. 2006. "Making sense of sensemaking: 1, Alternative perspectives." *IEEE Intelligent Systems* 21(4): 70-73.
- Medina, R.M. and Hepner, G.F. 2011. "Advancing the understanding of sociospatial dependencies in terrorist networks." *Transactions in GIS* 15: 577-597.
- Medina, R.M., Siebeneck, L.K., and Hepner, G.F. 2011. "A geographic information systems (GIS) analysis of spatiotemporal patterns of terrorist incidents in Iraq 2004-2009." *Studies in Conflict and Terrorism* 34: 862-882.
- Palka, E.J., Galgano, F.A., and Corson, M.W. 2006. "Operation Iraqi Freedom: A military geographic perspective." *Geographical Review* 95: 373-399.
- Stefanidis, A., Crooks, A., and Radzikowski, J. 2013a. "Harvesting ambient geospatial information from social media feeds." *GeoJournal* 78: 319-338.
- Stefanidis, A., Cotnoir, A., Croitoru, A., Crooks, A., Rice, M., and Radzikowski, J. 2013b. "Demarcating new boundaries: Mapping virtual polycentric communities SSCI 579 Syllabus, Page 6 of 14 through social media content." *Cartography and Geographic Information Science* 40: 116-129.
- Treverton, G. and Gabbard, B. 2008. "Assessing the Tradecraft of Intelligence Analysis," RAND (National Security Research Division).
- Wheaton, K.J. and Chido, D.E. 2006. "Structured analysis of competing hypotheses: Improving a tested intelligence methodology." *Competitive Intelligence Magazine* 9(6): 12-15.

As well, for several of the assignments in this course, you will conduct online library research to find articles that apply specific techniques in an application area of your choice.

Description and Assessment of Assignments

Your grade in this course will be determined on the basis of several different assessment tools:

Resume Assignment – 1 worth 2 points. We require all current students to post and maintain a public resume, short biography and recent photo on our shared SSI Student Community Blackboard site. Please prepare your resume in the SSI template which will be provided to you. Unless you opt out, your resume will be included in the Spatial Sciences Institute Graduate Programs Resume Book. This resume book is compiled annually and, along with

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our web presence, is used to promote our programs, and more importantly, your skills, experience and professional aspirations.

Reading Assignments – 5 worth a total of 10 points. These will focus on the theory portion of the course as presented in the weekly readings. Their objective is to help you evaluate and integrate the information you have acquired from the course readings. Some of these will involve discussions and collaborative work and some will be individual efforts.

Discussion Forums – 4 worth total of 8 points. These will focus on varying combinations of theory and practice and anticipate that you will contribute to and participate in a series of discussion threads and blogs at designated times throughout the semester.

Exercises – 5 worth a total of 40 points. In order to demonstrate that you understand the basic concepts and skills learned in the class, you will complete five exercises that will follow the key components of a typical geospatial intelligence workflow (TCPED – tasking, collection, processing, exploitation and dissemination). In these assignments, you will be required to integrate key concepts and ideas and take some independent thought.

Final Project – 1 worth a total of 40 points. The final project will afford you the opportunity to work in small teams and demonstrate your ability to identify and rapidly investigate a real-world problem using the coursework you have completed thus far. Working in small teams, you will all make extensive use of geospatial data sources and analysis tools and will be required to define possible scenarios, identify key challenges, explore possible solutions, and deliver a preferred and an effective solution for an important human security need or challenge in your final project. These projects will dominate the second half of the semester and the outputs will include four distinct but interrelated products. The first is a proposal describing what you will do and why it is important (5 points), the second is a brief report summarizing the data sources and types that will be deployed along with an assessment of strengths and weaknesses (10 points), the third is a presentation describing your findings (5 points), and the last component is a final report summarizing the problem at hand, the geospatial data that was used, the analysis that was performed, and whether or not, and if so, what spatial intelligence can be gathered from the results (20 points). The layout and contents of these various components will be tailored to the threat at hand. These human security threats could easily include one or more of the following – military operations, terrorist attacks, genocide, political violence, natural disasters, humanitarian crises, environmental risks, public health issues, and food/resource accessibility challenges – and the various tasks and products would be tailored to the subset chosen for each final project.

Grading Breakdown

Assessment	Points	Total	% of Grade
Introduction and Other Discussion Forums	4@2 points	8	8
Resume	1@2 points	2	2

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Reading Assignments (RA)	5@2 points	10	10
Exercises (L)	5@8 points	40	40
Final Project Proposal	1@5 points	5	5
Final Project Data Report	1@10 points	10	10
Final Project Presentation	1@5 points	5	5
Final Project Report	1@20 points	20	20
Total			100 points

Assignment Submission Policy

Unless otherwise noted, assignments must be submitted via D2L by the due dates specified in the Course Schedule below and on the assignment instructions.

It is important to note from the outset that: (1) you are expected to complete/upload all assignments at the time detailed; (2) late postings and assignments will be docked one point and no grade will be given for postings or assignments turned in more than one week late; and (3) no written work will be accepted for grading after 5:00 p.m. PT on the last day of classes. Any exceptions to these rules for meeting deadlines are made by me in coordination with individual students. An example of an exception would be a student's illness or injury that reasonably prohibits course participation.

Schedule

	Topic	Readings and Assignments	Deliverables: Due Dates
Week 1 1/10 and 1/12	Geospatial Intelligence Context: Introduction to the intelligence community, the players and their typical roles and responsibilities.	Videos; Wheaton & Chido (2006)	Reading Assignment #1 & Resume: Due 1/17 3pm PT
Week 2 1/17 and 1/19	Core Needs: Role of surveillance, targeting and navigation in geospatial intelligence tradecraft.	Tuathail et al. (2003) Ch. 1-2; Medina & Hepner (2011)	Forum #1; Reading Assignment #2: Due 1/24 3 pm PT

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	Topic	Readings and Assignments	Deliverables: Due Dates
Week 3 1/24 and 1/26	Role of Physical and Human Geography: Introduction to the ways in which physical and human geography can be used to situate geospatial intelligence work within an appropriate context.	Tuathail et al. (2003) Ch. 3-5; Klein et al. (2006)	Forum #2; Reading Assignment #3 Due: 1/31 3 pm PT
Week 4 1/31 and 2/2	Geospatial Building Blocks: Introduction to the ways in which fundamental geographic information science principles and the accompanying geospatial technologies (GIS, GPS, photogrammetry, remote sensing, sensor networks) have been used for intelligence problem-solving.	Lowenthal (2017) Ch. 1-5; Corson &Palka (2004)	Forum #3; Reading Assignment #4 Due: 2/7 3 pm PT
Week 5 2/7 and 2/9	Geospatial Building Blocks (cont.): Threats to human security and the geospatial data and workflows that have been deployed to address them.	Lowenthal (2017) Ch. 6-8; Palka et al. (2006)	Forum #4; Reading Assignment #5 Due: 2/14 3 pm PT
Week 6 2/14 and 2/16	Foundations of Geospatial Intelligence Analysis: Introduction to the information exploitation process and the ways in which standard intelligence methodologies, such as the Geospatial Intelligence Preparation of Environment (GPE) methodology and Structured Spatial Analytic Method (SGAM), can be utilized to respond to a variety of human security challenges.	Heuer (1999) Ch. 1-8; Medina et al. (2011)	Exercise #1 Due: 2/21 3pm PT

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	Topic	Readings and Assignments	Deliverables: Due Dates
Week 7 2/21 and 2/23	Gathering Intelligence from Legacy Geospatial Data Products: Methods and approaches for linking legacy geospatial datasets with other kinds of information to yield useful spatial intelligence (e.g., the fusion of transportation maps and train schedules to build possible travel trajectories anywhere in the world).	NRC (2007) Ch. 1- 6; Treverton (2008)	Exercise #2 Due: 2/28 3pm PT
Week 8 2/28 and 3/2	Role of Data Mining: Methods and approaches for linking textual information to geographic locations.	NGA (2018) Ch. 1	Exercise #3 Due: 3/7 3 pm PT
Week 9 3/7 and 3/9	Gathering Geospatial Data from Sensors and Satellites: The ways in which the capabilities and characteristics of various satellite and sensor systems, full motion video, and unmanned aerial vehicles can be used for feature extraction and linked to specific intelligence problem-solving tasks.	NGA (2018) Ch. 2	Exercise #4 Due: 3/21 3 pm PT
Spring Recess *3/12-3/19 is Spring Recess			
Week 10 3/21 and 3/23	Gathering Geospatial Data from Social Media Feeds: Methods and approaches for extracting and analyzing large quantities of geosocial data from a variety of social media feeds.	NGA (2018) Ch. 3; Stefanidis et al. (2013a)	Exercise #5 Due: 3/28 PT

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	Topic	Readings and Assignments	Deliverables: Due Dates
Week 11 3/28 and 3/30	Data Fusion, Integration, and Geovisualization: The role of data fusion, integration, and geovisualization in the creation and distribution of actionable information.	Heuer (1999) Ch. 9-13; Crooks et al. (2013)	Final Project Proposal Due: 4/4 3 pm PT
Week 12 4/4 and 4/6	Geospatial Intelligence Products and Communication: The role and character of intelligence briefs, imagery, and area reports in human security applications.	Lowenthal (2017) Ch. 9-12	Final Project Data Report Due: 4/11 3 pm PT
Week 13 4/11 and 4/13	Geospatial Intelligence Products and Communication (cont.): The rapidly evolving number and variety of interactive and dynamic products that can used along with threat and hazard evaluation, the preparation and presentation of predictive analytic conclusions, and the role of situational awareness and the common operating picture in human security applications.	NGA (2018) Ch. 4- 5; Stefanidis et al. (2013b)	Final Project Preparation Due: 4/18 3 pm PT
Week 14 4/18 and 4/20	Emerging Geospatial Intelligence Technologies and Techniques: Exploration of how some of the new mobile devices and applications, virtual and augmented reality opportunities, and cartographic representations and visualization techniques might be used to acquire or extract meaning from rich and multi-dimensional datasets in a variety of human security settings.	Lowenthal (2017) Ch. 13-14; Croitoru et al. (2014)	Final Project Presentation Due: 4/25 3 pm PT

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	Topic	Readings and Assignments	Deliverables: Due Dates
Week 15 4/25 and 4/27 Friday 4/28 is the last day of Spring 2023	Final Discussions: This week is dedicated to final discussions about your final reports and topics covered in Weeks 13-14.	Lowenthal (2017) Ch. 15: Croitoru et al. (2014)	Final Project Presentation Due 4/25 3 pm PT
Final Exams 5/3-5/10	Final Project Report: Individual report summarizing results and what was learned.		Final Project Report Due: 5/9 2pm PT

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Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

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USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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